

Name _____

Date _____

Social Studies: *A New World Rising*
Assessment Date: November 9, 2017
Study Guide

The test will consist of 33 multiple choice questions.

Remember that multiple choice questions can be very challenging! Be sure to think about each answer choice when you take the test to see which can be eliminated. There is a lot of material on this test, and it is important that you prepare for it over the course of one week.

Study the vocabulary on page 1 of your workbook. You have already made flash cards and you should use those to help you review the words.

Be sure you are familiar with the three migration hypotheses that we spoke about in class. You should review this on page 12 of your workbook.

You should also know how to read a timeline, the purpose of a timeline, and the following terms:

- BC/BCE
- AD/CE

You should understand and know each characteristic of a civilization (p. 37) though you will not have to write the definitions.

You should also be familiar with the chronology of the three great ancient civilizations which we studied (p. 41). In addition, you should carefully study the chart we completed on page 77. It is expected that you will have in depth knowledge of these civilizations. Reread all of the pages about each civilization (pages 41 – 76) and concentrate on the key terms which we highlighted in class.

You are responsible for the following pages in your workbook:

- 1 – Vocabulary
- 5-8 – Timelines
- 10-12 – How Humans Migrated to the Americas
- 13 – culture groups
- 14-17 Paleo Indians
- 37 – Characteristics of a Civilization
- 41 – Three Great Civilizations
- 50 – 55 Maya
- 60 - 65 Aztec
- 70 – 76 Inca
- 77 - Characteristics of a Civilization – filled in chart
- 81 – 89 (You do not need to know specific information about the literature of the Aztecs, Mayans, and Inca. You should, however, understand the concept of a creation myth.

Lastly, you should have a solid understanding of the environmental problems and solutions of each civilization that we studied, which will be discussed in class prior to the test. Review handouts are attached.

There will be a Jeopardy and Kahoot review in class before the assessment.

Vocabulary: <http://mslanger5ss.wikispaces.com/Unit+1+Vocabulary>

Good luck! ☺

Parent's Signature _____

Unit 1 Lesson 4 **Environmental Problem and Solution**

The Aztec were driven from their valley home and needed to find a new land to settle. They looked to the Gods to advise them.	The Aztecs relocated in a swampy area when the Aztec priests advised them this was the will of the Gods.
The land around Lake Texcoco was swampy and useless so no one wanted to settle on the land.	The Aztecs built up land to form islands and create cities.
Transportation through swamp land was difficult for the Aztec.	They built canals and bridges for people to travel throughout the cities.
It was difficult for the Aztec to harvest the food since the gardens were floating in swamp water.	Aztec engineers built mud walls around each garden. The walls acted as walkways between the gardens.
The Aztec lived in fear from attacks from their enemies.	They built and designed bridges that connected to their “floating” city and could easily be removed.

Unit 1 Lesson 4
Environmental Problem and Solution

<p>The region of the Yucatan Peninsula, home to the Mayan civilization, had no streams, lakes, rivers, or springs.</p>	<p>The Maya built underground storage chambers to hold rain water.</p>
<p>The Mayan Empire was spread out across the vast landscape and having a centralized government was challenging.</p>	<p>In order to maintain control, independent government were established in individual city-states.</p>
<p>Plentiful access to limestone provided sturdy building material that was difficult to transport without a pulley system.</p>	<p>Many Mayans had to manually transport stones to create the pyramids.</p>
<p>A variety of climates influenced the Maya Empire. Highland areas can be very cold, while the Yucatan Peninsula is hot and humid.</p>	<p>Some people within the Maya Empire wore heavy wool clothing, while others wore clothing made of light cottons.</p>

Unit 1 Lesson 4
Environmental Problem and Solution

The Incas settled in the Andes Mountains where there was limited flat land for farming.	The Incas created steps (terracing) on the mountainside to keep soil from washing down hilly areas.
Incan farmland was too dry to grow crops.	They built aqueducts to irrigate or bring water to the mountainside.
Travel through vast mountainous area within the Inca empire was very difficult.	They built 19,000 miles of roads to travel throughout and manage their empire.
Deep canyons and gorges over Incan rivers made it impossible to transport people and goods.	Rope bridges were constructed to link remote areas.

You should be familiar with the vocabulary that was included in our class discussion of environmental problems and solutions.

- **environment** - the surroundings or conditions in which a person, animal, or plant lives or operates
- **terracing** – making or forming hills or mountains into a number of level flat areas resembling a series of steps
- **aqueduct** - an artificial channel for conveying water, typically in the form of a bridge supported by tall columns across a valley
- **gorge** - a narrow valley between hills or mountains
- **pulley system** - a simple machine consisting of a wheel with a grooved rim in which a pulled rope or chain can run and lift a heavy object